



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

862 E. Elliot Rd, Gilbert, AZ 85234

Life School College Preparatory, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Dana Rodgers
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
Web Address : www.franklinartsacademy.com
Phone Number : (480) 325-6100
Fax Number : (480) 807-1630
E-mail : drodgers@franklinartsacademy.com

Mission

Franklin Arts Academy offers a back-to-basics learning approach with an arts integration to help students develop a higher level of thinking. We provide a state-of-the art campus, Spalding training, character education and active parent involvement.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Back to basics curriculum including Spalding phonics and writing, Saxon math, and daily homework.
- ü Arts integration helps students develop a higher level of thinking through the use of creative skills. This allows students to make connections, culturally & historically, as they build self-discipline and are fulfilled through the creative process.

Enrollment

October 1, 2005 School Year Student Enrollment : 336
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 216

Instructional Programs

- Ü Back to Basics Curriculum
- Ü Accelerated Math & Language
- Ü Performing Arts
- Ü Music
- Ü Art
- Ü PE

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Franklin provides a safe learning environment with high academic standards. Regular communication with parents, daily homework, and arts opportunities are available for all grades.

Parents

Parents provide support of dress code, homework and curriculum. Parents commit to attendance guidelines and understand daily homework and discipline policies.

Transportation Policy

We offer limited busing available from designated pickup sites. Our policy ensures that students are allowed to ride until they make riding unsafe. We consider the bus to be an extension of the classroom and expect a high level of self-discipline. Call our transportation office for details at (480) 557-7640.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	71	80010	100	100	99	459	442	447	11	8	10	11	23	18	50	55	53	29	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	40	38935	100	100	99	456	441	447	13	8	9	6	23	19	56	58	55	25	13	17
Male	12	31	40974	100	100	98	464	442	448	8	10	11	17	23	18	42	52	52	33	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	NC	34545	NC	NC	99	NC	NC	432	NC	NC	14	NC	NC	24	NC	NC	53	NC	NC	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	18	46	35142	100	100	99	459	439	465	6	9	5	11	24	11	56	54	56	28	13	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	27	64	69849	100	100	100	463	445	451	7	6	7	11	22	17	52	58	56	30	14	19
Limited English Proficient Students	NC	NC	14013	NC	NC	97	NC	NC	413	NC	NC	24	NC	NC	34	NC	NC	39	NC	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	15	39029	NC	94	98	NC	420	432	NC	13	14	NC	47	25	NC	33	52	NC	7	9
Non-Economically Disadvantaged	25	56	40981	100	100	100	459	447	462	8	7	6	12	16	13	52	61	54	28	16	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	71	79438	100	100	98	464	450	451	7	8	9	14	20	24	64	61	56	14	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	40	38775	100	100	99	462	455	457	6	5	7	13	15	22	75	70	58	6	10	13
Male	12	31	40560	100	100	97	467	444	446	8	13	12	17	26	25	50	48	54	25	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	NC	34297	NC	NC	98	NC	NC	434	NC	NC	14	NC	NC	31	NC	NC	50	NC	NC	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	18	46	34887	100	100	98	459	446	471	6	11	4	17	17	15	72	65	63	6	7	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	27	64	69850	100	100	100	467	452	456	4	6	7	15	20	23	67	63	59	15	11	12
Limited English Proficient Students	NC	NC	13856	NC	NC	96	NC	NC	407	NC	NC	27	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	15	38685	NC	94	97	NC	426	435	NC	20	14	NC	27	32	NC	47	50	NC	7	5
Non-Economically Disadvantaged	25	56	40753	100	100	99	464	457	467	4	5	5	16	18	16	68	64	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	71	79971	100	100	99	420	439	423	7	4	8	39	31	41	54	61	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	40	38974	100	100	99	422	444	437	6	5	5	31	20	33	63	68	57	NA	8	4
Male	12	31	40895	100	100	98	418	432	410	8	3	10	50	45	47	42	52	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	NC	34481	NC	NC	99	NC	NC	410	NC	NC	10	NC	NC	46	NC	NC	43	NC	NC	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	18	46	35150	100	100	99	423	440	437	6	2	5	44	39	35	50	54	56	NA	4	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	27	64	69713	100	100	100	428	442	429	4	3	5	41	28	39	56	66	52	NA	3	3
Limited English Proficient Students	NC	NC	13985	NC	NC	97	NC	NC	382	NC	NC	18	NC	NC	54	NC	NC	27	NC	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	15	38994	NC	94	98	NC	417	409	NC	7	10	NC	33	47	NC	60	41	NC	NA	1
Non-Economically Disadvantaged	25	56	40977	100	100	100	428	444	437	4	4	5	44	30	34	52	61	56	NA	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	62	80147	100	98	99	470	475	482	10	8	11	29	21	17	38	52	49	24	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	28	39281	NC	100	99	NC	483	483	NC	4	9	NC	21	17	NC	50	50	NC	25	24
Male	13	34	40780	100	97	98	478	468	482	8	12	12	15	21	17	46	53	48	31	15	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	NC	12	33494	NC	100	99	NC	446	466	NC	8	15	NC	42	23	NC	50	49	NC	NA	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	10	34	36122	100	100	99	NA	493	501	NA	3	5	NA	15	10	NA	53	50	NA	29	35
Students with Disabilities	--	NC	10295	--	NC	92	--	NC	443	--	NC	33	--	NC	26	--	NC	33	--	NC	8
Students without Disabilities	21	58	69852	100	98	100	470	476	488	10	7	7	29	21	16	38	53	51	24	19	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	20	38371	NC	100	97	NC	462	465	NC	10	15	NC	30	23	NC	50	49	NC	10	13
Non-Economically Disadvantaged	19	42	41776	100	98	100	472	480	498	11	7	6	26	17	11	37	52	49	26	24	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	21	62	79686	100	98	98	472	466	470	NA	10	11	33	27	24	62	58	57	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	28	39163	NC	100	99	NC	480	475	NC	4	9	NC	21	22	NC	64	60	NC	11	10
Male	13	34	40438	100	97	97	476	455	465	NA	15	13	31	32	25	69	53	54	NA	NA	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	NC	12	33299	NC	100	98	NC	431	452	NC	17	17	NC	67	32	NC	17	47	NC	NA	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	10	34	35914	100	100	98	NA	481	489	NA	3	5	NA	15	15	NA	79	67	NA	3	14
Students with Disabilities	--	NC	9808	--	NC	87	--	NC	432	--	NC	35	--	NC	32	--	NC	30	--	NC	3
Students without Disabilities	21	58	69878	100	98	100	472	468	475	NA	9	8	33	26	23	62	60	61	5	5	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	20	38095	NC	100	97	NC	452	452	NC	20	17	NC	35	32	NC	40	48	NC	5	3
Non-Economically Disadvantaged	19	42	41591	100	98	99	472	473	486	NA	5	6	32	24	16	63	67	65	5	5	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	61	80372	95	97	99	489	494	475	5	3	4	10	13	30	80	79	64	5	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	28	39452	NC	100	99	NC	514	488	NC	NA	3	NC	11	22	NC	79	72	NC	11	3
Male	12	33	40836	92	94	98	466	477	464	8	6	6	17	15	37	75	79	56	NA	NA	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	NC	11	33608	NC	92	99	NC	476	462	NC	NA	6	NC	36	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	10	34	36213	100	100	99	NA	503	489	NA	3	2	NA	NA	22	NA	91	72	NA	6	3
Students with Disabilities	--	NC	10526	--	NC	94	--	NC	427	--	NC	15	--	NC	53	--	NC	31	--	NC	1
Students without Disabilities	20	57	69846	95	97	100	489	496	482	5	4	3	10	12	26	80	79	69	5	5	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	19	38521	NC	95	98	NC	488	461	NC	5	6	NC	16	38	NC	74	55	NC	5	1
Non-Economically Disadvantaged	19	42	41851	100	98	100	489	497	489	5	2	3	11	12	22	79	81	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	46	79306	100	98	99	507	510	504	6	4	13	6	11	20	83	72	49	6	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	15	38845	NC	94	99	NC	509	505	NC	NA	11	NC	13	20	NC	80	50	NC	7	18
Male	12	31	40383	100	100	98	512	510	504	8	6	14	NA	10	19	83	68	47	8	16	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	NC	NC	32673	NC	NC	99	NC	NC	487	NC	NC	18	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	14	34	36234	100	97	99	506	511	523	7	6	6	7	9	13	79	71	52	7	15	28
Students with Disabilities	NC	NC	10286	NC	NC	91	NC	NC	462	NC	NC	41	NC	NC	27	NC	NC	27	NC	NC	5
Students without Disabilities	15	41	69020	100	98	100	510	513	510	7	2	9	NA	10	18	87	73	52	7	15	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	--	NC	37437	--	NC	97	--	NC	486	--	NC	19	--	NC	26	--	NC	46	--	NC	9
Non-Economically Disadvantaged	18	37	41869	100	97	100	507	510	521	6	3	7	6	11	14	83	76	51	6	11	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	46	79000	100	98	98	489	495	489	NA	2	10	33	24	24	67	67	58	NA	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	15	38774	NC	94	99	NC	498	494	NC	NA	7	NC	27	22	NC	73	61	NC	NA	10
Male	12	31	40150	100	100	98	489	493	485	NA	3	12	33	23	25	67	65	55	NA	10	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	NC	NC	32508	NC	NC	98	NC	NC	472	NC	NC	15	NC	NC	33	NC	NC	49	NC	NC	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	14	34	36135	100	97	98	491	500	508	NA	3	4	29	18	14	71	71	67	NA	9	15
Students with Disabilities	NC	NC	9991	NC	NC	88	NC	NC	449	NC	NC	33	NC	NC	36	NC	NC	29	NC	NC	2
Students without Disabilities	15	41	69009	100	98	100	492	498	495	NA	NA	6	27	22	22	73	71	62	NA	7	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	--	NC	37234	--	NC	97	--	NC	472	--	NC	15	--	NC	33	--	NC	50	--	NC	3
Non-Economically Disadvantaged	18	37	41766	100	97	99	489	497	505	NA	NA	5	33	27	16	67	65	65	NA	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	45	79611	100	96	99	507	485	496	NA	9	7	39	47	37	61	44	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	15	39016	NC	94	99	NC	506	511	NC	7	4	NC	40	29	NC	53	66	NC	NA	1
Male	12	30	40519	100	97	98	512	475	482	NA	10	10	25	50	44	75	40	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	NC	NC	32855	NC	NC	99	NC	NC	481	NC	NC	10	NC	NC	43	NC	NC	47	NC	NC	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	14	33	36380	100	94	99	501	485	511	NA	9	4	43	45	30	57	45	65	NA	NA	1
Students with Disabilities	NC	NC	10664	NC	NC	94	NC	NC	440	NC	NC	23	NC	NC	54	NC	NC	22	NC	NC	1
Students without Disabilities	15	40	68947	100	95	100	512	489	504	NA	8	4	33	45	34	67	48	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	--	NC	37626	--	NC	98	--	NC	479	--	NC	10	--	NC	45	--	NC	45	--	NC	0
Non-Economically Disadvantaged	18	36	41985	100	95	100	507	489	511	NA	8	4	39	42	30	61	50	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	63	79327	100	100	98	535	521	518	11	21	19	5	11	20	74	48	46	11	21	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	38961	NC	100	98	NC	528	520	NC	19	16	NC	12	20	NC	46	48	NC	23	16
Male	12	37	40295	100	100	97	527	517	516	17	22	21	8	11	19	67	49	44	8	19	16
African American	--	NC	4247	--	NC	98	--	NC	499	--	NC	27	--	NC	24	--	NC	41	--	NC	8
Hispanic	NC	17	32327	NC	100	98	NC	522	499	NC	12	27	NC	29	25	NC	41	41	NC	18	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	NC	4391	--	NC	96	--	NC	489	--	NC	32	--	NC	27	--	NC	36	--	NC	4
White	13	38	36373	100	100	98	530	524	538	15	21	10	NA	3	14	77	55	52	8	21	25
Students with Disabilities	NC	NC	9321	NC	NC	87	NC	NC	467	NC	NC	54	NC	NC	22	NC	NC	21	NC	NC	3
Students without Disabilities	16	55	70006	100	100	100	550	533	524	NA	11	14	NA	11	19	88	55	49	13	24	18
Limited English Proficient Students	NC	NC	9431	NC	NC	95	NC	NC	466	NC	NC	53	NC	NC	27	NC	NC	18	NC	NC	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	NC	19	37097	NC	95	97	NC	504	498	NC	32	27	NC	21	25	NC	26	41	NC	21	7
Non-Economically Disadvantaged	17	44	42230	100	100	99	529	529	535	12	16	11	6	7	15	76	57	50	6	20	24

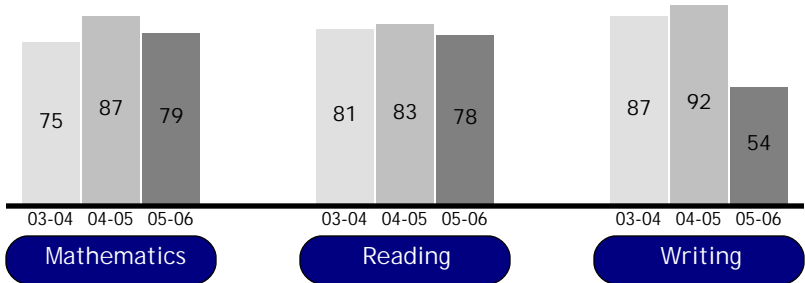
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	63	79501	100	100	98	512	500	497	5	11	10	11	13	25	84	73	60	NA	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	39062	NC	100	99	NC	508	502	NC	8	8	NC	19	23	NC	65	64	NC	8	5
Male	12	37	40368	100	100	98	505	495	491	8	14	13	8	8	27	83	78	57	NA	NA	3
African American	--	NC	4279	--	NC	99	--	NC	485	--	NC	14	--	NC	30	--	NC	54	--	NC	2
Hispanic	NC	17	32389	NC	100	98	NC	491	478	NC	12	16	NC	18	34	NC	65	48	NC	6	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	NC	4401	--	NC	96	--	NC	473	--	NC	17	--	NC	40	--	NC	43	--	NC	1
White	13	38	36446	100	100	99	515	509	516	8	5	4	8	13	15	85	79	73	NA	3	7
Students with Disabilities	NC	NC	9411	NC	NC	88	NC	NC	453	NC	NC	36	NC	NC	36	NC	NC	26	NC	NC	1
Students without Disabilities	16	55	70090	100	100	100	524	510	502	NA	5	7	6	11	24	94	80	65	NA	4	5
Limited English Proficient Students	NC	NC	9401	NC	NC	94	NC	NC	443	NC	NC	40	NC	NC	46	NC	NC	14	NC	NC	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	NC	19	37183	NC	95	97	NC	489	479	NC	16	16	NC	16	34	NC	68	49	NC	NA	1
Non-Economically Disadvantaged	17	44	42318	100	100	99	511	505	513	6	9	5	12	11	17	82	75	70	NA	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	63	80000	100	100	99	592	567	564	NA	2	3	11	11	11	63	76	75	26	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	26	39288	NC	100	99	NC	581	579	NC	NA	2	NC	12	6	NC	73	77	NC	15	16
Male	12	37	40644	100	100	98	586	556	549	NA	3	4	8	11	15	67	78	74	25	8	7
African American	--	NC	4307	--	NC	99	--	NC	551	--	NC	4	--	NC	13	--	NC	75	--	NC	7
Hispanic	NC	17	32672	NC	100	99	NC	567	548	NC	NA	4	NC	12	14	NC	76	76	NC	12	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	NC	4424	--	NC	97	--	NC	549	--	NC	3	--	NC	14	--	NC	77	--	NC	5
White	13	38	36602	100	100	99	590	570	579	NA	NA	2	15	11	7	54	76	75	31	13	16
Students with Disabilities	NC	NC	9919	NC	NC	93	NC	NC	505	NC	NC	9	NC	NC	35	NC	NC	54	NC	NC	2
Students without Disabilities	16	55	70081	100	100	100	601	572	571	NA	2	2	6	7	7	63	78	79	31	13	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	NC	19	37534	NC	95	98	NC	554	547	NC	NA	4	NC	16	15	NC	79	76	NC	5	5
Non-Economically Disadvantaged	17	44	42466	100	100	100	593	572	578	NA	2	2	12	9	7	59	75	75	29	14	16

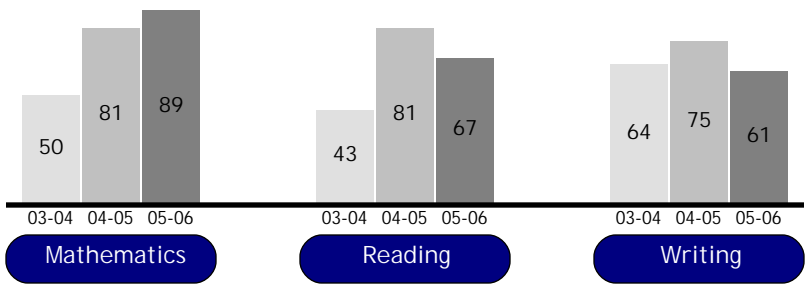
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	60	NA	58	94	60	52	47	100	61	56	46
	Language	100	38	41	50	94	37	43	47	100	44	50	48
	Mathematics	100	54	56	64	94	36	48	50	100	61	63	52
3	Reading	97	77	NA	55	100	59	43	44	100	52	41	46
	Language	97	76	55	61	100	58	44	44	100	50	41	46
	Mathematics	97	83	60	61	100	72	49	51	100	61	50	52
4	Reading	100	76	NA	56	74	56	57	48	100	56	52	52
	Language	100	55	50	52	74	54	52	49	100	56	52	52
	Mathematics	100	73	66	61	74	68	58	53	100	48	48	58
5	Reading	100	62	NA	55	100	56	47	50	100	56	59	56
	Language	100	61	37	49	100	55	45	50	100	50	58	54
	Mathematics	100	71	46	63	100	56	52	49	100	46	54	52
6	Reading	100	68	NA	56	61	69	57	51	100	58	58	56
	Language	100	49	47	48	61	68	50	47	100	61	56	50
	Mathematics	100	67	65	66	61	72	53	52	100	70	61	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	16.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	3	0	3
4 to 6 years	4	0	0	4
7 to 9 years	1	0	0	1
10 or more years	2	1	0	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	N/A
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Music/Theatre	Ü Piano Lab
Ü Computer Lab	

Extracurricular Activities

Ü Performing Group	Ü Piano Keyboarding
Ü Visual Arts	
Ü Music	
Ü Spanish Exploration	

Social Services

Ü All Day Kindergarten
Ü After Care until 6:00 p.m.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	76	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Franklin-Arts offers a small safe campus with a Zero-tolerance regarding alcohol, tobacco/drugs and violence. Respect for personal and public property is taught by stressing respect rather than fear of punishment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dana Rodgers	(480) 325-6100
Transportation Policy	Pete Loll	(480) 557-7640
Community Resources	Gloria Warnick	(480) 830-3444
School Nutrition Programs	Lucy Hullinger	(480) 325-6100
Parent Organization	Sean Kline	
Student Health/Nurse	Tiffany Espinoza	(480) 325-6100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 60 Copies = \$23.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.